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ABSTRACT

This booklet describes how an apprenticeship program can be established in any industry and for any occupation requiring skills that take one or more years to learn. Topics covered briefly in the booklet include the following: how an apprenticeship program is started, recommended minimum standards, basic provisions, on-the-job instruction, and cost of apprenticeship. Four appendixes provide information on allocating work time, scheduling work processes, and determining credit for experience, as well as some occupations that are learned through apprenticeship. Regional, state, and area offices of the U.S. Department of Labor are listed, as are state apprenticeship agencies. (KC)

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Setting Up An Apprenticeship Program

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Setting Up An Apprenticeship Program

A Step-by-Step Guide In Training
Apprentices For Skilled Occupations

U.S. Department of Labor
Employment and Training Administration
Bureau of Apprenticeship and Training
1984 (Rev.)

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Foreword

The demand for all classifications of skilled journey workers is increasing more rapidly than the supply; the need for the skills of these workers is becoming critical.

The best possible method for developing employee skills is the formalized apprenticeship system of training that is proven to be cost effective, goal oriented, and designed to meet the specific skill needs of the employer.

At present, there are more than 700 occupations that are apprenticeable in all major industries throughout the United States and the list is growing almost daily.

The purpose of this booklet is to describe how apprenticeship programs may be developed and established in any industry and for any occupation requiring skills that take one or more years to learn.

Increasing demands on the abilities and experience of workers who need expanded training because of changing methods, products, materials, and technology call for a new look at the method of training.

Employers and labor organizations must examine their skilled worker training needs to determine if the modern apprenticeship system of training is the best method for meeting those needs.

Formalized apprenticeship is the key to a highly skilled and stable work force.

Thomas J. Hague, Director

Bureau of Apprenticeship and Training
Employment and Training Administration
U.S. Department of Labor

W TO READ

Apprenticeship

An apprenticeship program is an effective method of training workers:

- On the job
- For a specific length of time
- At predetermined rates of training pay
- For a specified range of skills
- In one particular occupation
- With stated hours of related technical instruction
- Under a written agreement between the program sponsor and the apprentice

The program sponsor is usually an employer who needs highly skilled workers in a plant, office, or business.

The sponsor may be in any industry, such as:

- Manufacturing
- Transportation
- Communications
- Wholesale and retail
- Printing and publishing
- Finance, insurance, and real estate
- Services

As long as there is a need for highly skilled workers . . . and the employer is willing to invest the effort to obtain this type of employee.

Apprentices are employees who are subject to the same rules and policies governing other employees in the firm or organization.

They are called apprentices because they are:

- Learning a skill on the job
- In a wide range of skills
- Over a period of at least 2,000 hours
- Under a written agreement with an employer
- Receiving job-related technical instruction

They are usually selected as apprentices on the basis of what will be required of them to become skilled workers in a particular occupation.

This may mean that they should have:

- a specific level of education
- a knowledge of mathematics
- physical capabilities to perform the work required

All of these, or some of these . . . it depends on the demands of the skill to be learned.

A program may be established for one or more apprentices, depending on the needs of the sponsor.

How Is An Apprenticeship Program Started?

There are two courses of action open to employers based on whether their employees are organized or not.

If there is no labor agreement:

1. Organize an apprenticeship advisory group, made up of the production manager, personnel manager, one or more craft supervisors, and one or more skilled workers.
2. Determine all the knowledge and skill needed for the occupation or occupations to be included in the program.
3. Secure the cooperation of the workers and craft supervisors who will be expected to provide the apprentices with the direction and supervision on the job.
4. Have the advisory group arrange with the local vocational education director or school superintendent for necessary related classroom instruction, or supervised correspondence type instruction.
5. Appoint an apprenticeship supervisor to maintain the standards of training prescribed by the advisory group for the occupations involved, length of training, selection procedure, affirmative action plan, wages, tests, number to be trained, etc.
6. Basic details of the program should be written up as a set of apprenticeship standards. Local registration agencies will assist in the development of the apprenticeship standards.

Note: Company personnel or training directors could spearhead this program.

If there is a labor agreement:

1. Discuss the proposed program with the appropriate union official if the training involves employees who would be covered under the collective bargaining agreement.

2. Set up a joint apprenticeship committee to administer the program. The committee should have equal representation of labor and management, perhaps three from each.

3. The committee will arrange for necessary related classroom instruction with the local school system, usually through the vocational education school director or for correspondence type instruction.

4. The committee should agree on a set of standards for training, including occupations, length of training, selection procedure, affirmative action plan, wages, number of apprentices to be trained, etc.

5. Basic details should be in writing and approved as the standards of the apprenticeship program.

6. If the union has no interest in jointly administering the apprenticeship program, the company should obtain a waiver from the union so that it can adopt the alternate course of action.

Note: The union may have a training coordinator or director who could do much of the preliminary work in helping to service the apprenticeship program.

Technical assistance:

Technical assistance is available in the planning and development of an apprenticeship program.

1. There are general guidelines for developing procedures and standards recommended by the Bureau of Apprenticeship and Training (BAT) or a State apprenticeship agency recognized by BAT.

2. There are published standards of apprenticeship in many occupations and industries which may be of invaluable assistance in helping to formulate a program for your company or industry.

3. There are the specific experiences of many employers you may know who are involved in on-the-job preapprenticeship programs.

4. There are Apprenticeship and Training Representatives from the Bureau of Apprenticeship and Training, U.S. Department of Labor, or from State apprenticeship agencies who are ready and willing to provide knowledgeable assistance in the development of apprenticeship programs.

5. There are vocational educators at the State, county, and municipal levels who will assist in arranging for the necessary related instruction courses.

Recommended Minimum Standards

Basic standards for a good apprenticeship program have been established by the Secretary of Labor.

To conform to these minimum standards, an apprenticeship program must contain provisions for the following:

1. The starting age of an apprentice to be not less than 16.
2. Full and fair opportunity to apply for apprenticeship.
3. Selection of apprentices on the basis of qualifications alone.
4. A schedule of work processes in which an apprentice is to receive training and experience on the job.
5. Organized instruction designed to provide the apprentice with knowledge in technical subjects related to the trade (a minimum of 144 hours per year is recommended).
6. A progressively increasing schedule of wages.
7. Proper supervision of on-the-job training with adequate facilities to train apprentices.
8. Periodic evaluation of the apprentice's progress, both in job performance and related instruction.
9. The maintenance of appropriate records.
10. Employee-employer cooperation.
11. Recognition for successful completions.
12. Nondiscrimination in all phases of apprenticeship.

Basic Provisions

Here is a guide to help list what should be a part of the provisions in any apprenticeship program:

1. **Occupations:** Determine what occupation or types of jobs will be covered by the program. It could be an occupation or trade from the basic list (see Appendix 4), or it could be a potentially new apprenticeable occupation.

2. **Work processes:** List the major on-the-job training process for each occupation separately. (See Appendix 2.) Will these processes develop the all-around skilled worker you need?

3. **Allocation of work training time:** Determine the relative difficulty and importance of each work process and allocate the amount of training time, that is, the time the apprentice is expected to work on the particular process to become proficient.

4. **Term of apprenticeship:** In most traditionally apprenticeable occupations the term of apprenticeship is well recognized. If you do not know what the term of apprenticeship should be, and you do not know of a standard practice for the occupation, list the work processes and set down opposite each process the amount of time it is agreed should be appropriate for each one. When everyone is satisfied about the time, total up the hours and convert into months and years. This should give you a fairly accurate idea of the time required.

5. **Apprentice qualifications:** What qualifications will applicants need to enter your program? These should be clear and objective, equal opportunity

should be stressed. Will they need a high school education? Or, more to the point, will they need to have studied certain subjects in high school to be able to take your training? Any special physical, mental, or health requirements because of the occupation involved? (You wouldn't want someone with a chronic skin disease training as a chef or a prospect without a mathematics background as a sheet metal mechanic.)

6. **Related classroom instruction:** As apprenticeship is most suited to jobs requiring broad skills and knowledge learned best on the job, apprentices will need classroom instruction related to the skill. The Secretary of Labor has recommended a minimum of 144 hours a year. This is predicated on 2 hours per night twice a week during a 36-week school year, usually provided by the local public school. It is suggested that the local vocational school coordinator be asked to assist. If there is no local vocational school in the community, contact the State director of vocational education at the State capital for assistance.

7. **Number of apprentices:** The number of apprentices to be trained is usually determined by a ratio of apprentices to skilled workers. Such a ratio is based on the facilities available for employing and training apprentices and on future employment opportunities. Since apprentices learn from the skilled worker, the quality of training largely depends on the number of skilled workers available to instruct the apprentices and the ability of the skilled workers as instructors. It is seldom that a ratio of more than 1 apprentice to 3 skilled workers is feasible or effective.

8. **Apprentice wages:** A common method of expressing the apprentice wage or at least of arriving at it, is a percentage of the skilled worker's rate. There should be a progressively increasing schedule of wages with increases at least every 6 months. The increases should be scheduled throughout the apprenticeship to provide both a monetary incentive and reward for steady progress on the job. During the last period of the apprenticeship, the apprentice should reach 85 to 90 percent of the rate paid a skilled worker in the occupation.

9. **Supervision of apprentices:** Apprentices are customarily under the immediate supervision of a skilled worker to whom they

have been assigned. In large apprenticeship programs an apprentice supervisor is designated or employed on a part- or full-time basis and assigned the responsibility for carrying out the program. In small programs, this responsibility is basically that of the employer.

10. **Apprenticeship agreement:** Your program should provide for the signing of an agreement of apprenticeship between each apprentice and the proper officer of the establishment for registration purposes with the appropriate State or Federal apprenticeship agency serving the area where the program is established. The agreement should contain: (a) home address and birthday of the apprentice; (b) name of the employer; (c) term of apprenticeship; (d) wage schedule; (e) length of probationary period; (f) an outline of the work process schedule; (g) number of hours per year the apprentice agrees to attend classes, subjects, and name of the school; (h) any special provisions such as credit allowed for previous experience; (i) signatures of the employer and apprentice. If a union is involved, its approval may be necessary, or if a joint apprenticeship committee exists, the agreement would be approved by such a committee.

On-the-Job Instruction

The apprenticeship program should be established on the basis of what the apprentice must do and know in order to perform the operations of the job in a safe and satisfactory manner.

Selecting the skilled workers who will conduct the training and acquainting them with the job to be done is an important first step.

They should be thoroughly skilled in those phases of the occupation they are going to teach.

They should be definitely interested in the progress of apprentices on the job.

In teaching skills the job instructor will ordinarily proceed as follows:

1. Question apprentices as to what they know about the operation or process.
2. Demonstrate each operation by slowly performing each new process or step, emphasizing key points and safety precautions.
3. Have apprentices perform the operation, assisting if help is needed.
4. Have apprentices repeat the work several times under observation until satisfied that they can do it alone, safely and correctly.
5. Continue the supervision and encourage questions to assure that apprentices are carrying out the methods and processes that have been taught.

Cost of Apprenticeship

Because apprentices are paid wages while they learn and because in larger business establishments, a supervisor of apprentices and one or more instructors may be employed, cost is considered by some potential sponsors as a governing factor in establishing a program.

It is difficult to apply the accountant's yardstick to apprenticeship. But the Bureau of Apprenticeship and Training has enough circumstantial evidence to indicate that the work apprentices perform as they learn, more than pays their way.

To find the break-even production time for apprentices:

If it takes 1 hour for a skilled worker to do a certain job . . . and it takes 2 hours for the average beginning apprentice to do the same job . . . then it is taking the apprentice twice as long to do the same job. Or, the beginning apprentice is only 50 percent productive. Therefore . . . the beginning wage should be 50 percent of the skilled worker's wage rate.

The apprenticeship sponsor applies this rate to the first 6 months of work by the apprentice.

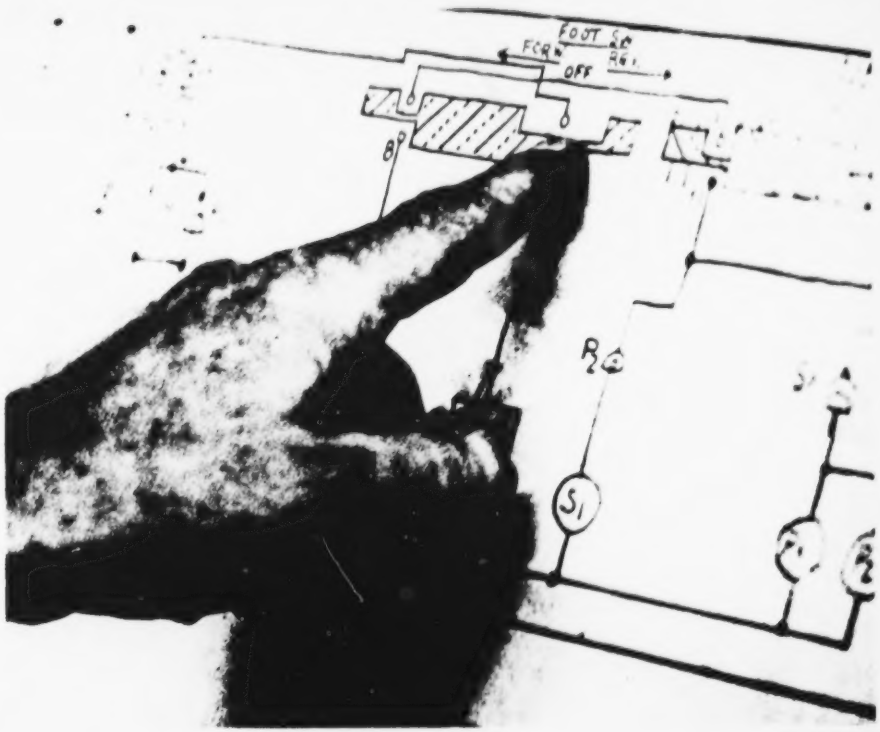
This same method of determining break-even production is applied for every 6-month period.

If, in the second 6 months, the average apprentice is doing the work in 1 hour and 30 minutes compared with 1 hour for the skilled worker, then the wage rate should be 55 percent of the journey worker rate. . . .

And so on up the scale until the final period of apprenticeship when the wage rate should be about 90 or 95 percent.

In other words, the program sponsor is only paying what the apprentice is worth in terms of production or services.

This method of determination of break-even production time could also be modified by the time lost by the skilled worker assigned to the apprentice for training purposes.



Things to Remember

A few important items should be kept in mind when planning an apprenticeship program.

1. **Equal opportunity:** All application, testing and selecting procedures, as well as employment and training must be conducted on the basis of equal opportunity without regard to race, color, creed, sex, or national origin. This equality of selection and employment will insure compliance with Federal and State laws and regulations which provide for nondiscrimination in apprenticeship.

2. **Preemployment tests:** Evaluation of applicants is usually made by the management, the union, or by the joint apprenticeship committee (if such is established). Aptitude testing is available through the local office of the State employment service if desired by the program sponsor. School records should be checked. The main purpose of the tests is to help screen out individuals who do not have the aptitude, solid interest, and other personal qualities necessary to succeed in the occupation.

3. **Apprenticeship committee:** The decision whether there is to be a joint apprenticeship committee rests solely with the employer and the union. Its functions are decided in the same way. These might include: general supervision of the program, selection and enrollment of apprentices, arranging for their employment with the employer, if more than one employer is involved (in cases of apprenticeship programs sponsored through employer associations), keeping the employer and the union informed on the progress of apprentices, and checking and evaluating the performances of individual apprentices.

4. **Credit for previous experience:** Programs should include a provision on credit for experience in the occupation or trade related skills. It could be in this language: "The apprentice's experience in the occupation will be evaluated and appropriate credit will be allowed for the term of apprenticeship for such experience. The apprentice allowed credit for previous experience will be advanced to the wage level appropriate to the amount of credit."

5. **Certificate of completion:** A provision is customarily included stating that each apprentice shall be awarded, after satisfactorily completing his or her apprentice training, a Certificate of Completion of Apprenticeship. In connection with registered programs, such a certificate is available from the State apprenticeship agency or from the Bureau of Apprenticeship and Training, if there is no State agency.

6. **Registration of programs:** Apprenticeship programs and apprenticeship agreements are registered with the State apprenticeship agency or the Bureau of Apprenticeship and Training if they meet their standards. Registration is entirely voluntary. By registration, however, a contribution is made to the national pool of information on apprenticeship programs and the numbers of apprentices in training. The Bureau maintains a current record of trends, statistics, and data on training— information of value to employer, labor and to industry as a whole.

7. **Minimum wages laws:** If your apprentices are subject to wage and hour provisions of the Fair Labor Standards Act, it will be necessary to start apprentice wage rates, at least at the minimum statutory rate. Related supplemental classroom instruction does not include time spent by the apprentice in performing his or her regular duties. Thus, it will be necessary to determine beforehand in the written agreement whether (1) the apprentice will be paid for classroom attendance but the hours not considered hours of work or, (2) the apprentice will attend class without being paid or the hours counted or, (3) the apprentice will attend class as part of the regular workweek and will be paid the regular rate.

Appendix 1.

How to Allocate Work Time

What will be the number of work hours for the apprentice? Will it be 8,000, 6,000, or 2,000 hours?

For an example of how to allocate worktime, let us assume that there are 12 different work processes or major operations. Some of these processes may require more training time than others.

On a blackboard or large sheet of paper list each of the work processes. Select the one in which the apprentice can become proficient in the shortest time and place the figure (1) next to it. Now compare each of the other processes with the one you have selected as taking the shortest time. Some you will decide to be twice as difficult, others three times as difficult, others to have the same level of difficulty.

As you decide on the relative difficulty of each, place a figure next to the process such as 2, 3, 4 or 1.

These can be changed as you develop the allocations of time.

When you have finished, your board will look about like this:

Process A-1	Process G-3
Process B-2	Process H-2
Process C-2	Process I-3
Process D-4	Process J-1
Process E-2	Process K-1
Process F-1	Process L-3

Now carefully determine the number of hours it will take to train the apprentice in the shortest work processes, A, F, J or K. Let us assume you arrive at a figure of 320. Multiply 320 by the numbers you have given each of the processes. The example is now complete:

Process A - 320
Process B - 640
Process C - 640
Process D -1280
Process E - 640

Process F - 320
Process G - 960
Process H - 640
Process I - 960
Process J - 320
Process K - 320
Process L - 960

8,000 hours

Your program of training in this case, will take 8,000 hours or *approximately 4 years* since the maximum work hours in 1 year at 40 hours per week for 52 weeks is 2,080.

After the hours of work are distributed as indicated in the example, it may be desired to add to some and reduce the amount of time for others.

Appendix 2.

Schedule of Work Processes: An Example

Apprenticeship programs usually list all of the various work processes and assign each process an approximate number of hours for learning. They also usually contain a statement either preceding or following the schedule which states something like the following:

"The order in which the work training experience is obtained need not necessarily follow the sequence of the schedule of work processes, but during the term of apprenticeship the apprentice will be given at least the minimum number of hours of experience scheduled for each process."

The following schedule for an automobile mechanic (truck mechanic) apprentice is illustrative of a detailed schedule:

Schedule of work processes
Automobile Mechanic
(Truck Mechanic)

	Approximate number of hours
1. *Cleaning and Inspecting the Parts of All Types of Equipment*	
2. *Cylinder Heads*	
(a) Checking and inspecting heads	
(b) Replacing valve guides	
(c) Removing and replacing valve seats	
(d) Reaming valve guides	
(e) Grinding valve seats with hard-seat grinder	
(f) Lapping valves	
(g) Checking valves with dial indicator	

(h) Installing injector tubes or brass

(i) Replacing Welsh plugs and water rest head

(j) Rebushing rocker-arms and reaming bushings

(k) Checking and replacing rocker-arm rollers

(l) Torquing cylinder head bolts

(m) Use of compounds on head gaskets

(n) Torquing injectors and adjustments

3. *Cylinder Blocks and Liners*

(a) Removing and installing cylinder sleeves

(b) Cleaning and checking water passages

(c) Checking counterbores for sleeves

(d) Recutting and straightening counterbores

11. *Welding*

(a) Acetylene—Cutting, brazing and welding

(b) Electric—Cutting and welding

12. *Repair and Maintenance of Self-Propelled and Stationary Equipment Exclusive of Engines*

(a) Use of proper oils, greases, tools and shop equipment

(b) Maintenance and repair of the various types of equipment used by the industry

Total Hours: 8,000.

If accumulated experience indicates that changes will be to the advantage of the employer and the apprentice, the above schedule may be changed. Full experience in all the principal trade processes shall be provided the apprentice in every case.

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Appendix 3.

How to Determine Credit for Experience

Suggested form to be used in determining the amount of credit to be allowed for previous trade experience.

All the different processes of the trade should be set down in column (1). The number of work-experience hours should be set down in column (2).

	Filled in by JAC or employer*	Filled in by applicant			Filled in by JAC or employer
Trade: Machinist Term of Apprenticeship: 8,000 hours Detailed Trade Breakdown	Number of hours required for each process	Approximate hours spent in training for each operation	Approximate hours spent doing each operation on actual job assignment	Applicant's estimate of competence on each operation (circle one) a-limited, b-moderate, c-broad	Preliminary estimate of remaining apprenticeship term
(1)	(2)	(3)	(4)	(5)	(6)
Drill press operations					
Drilling				a b c	
Filing				a b c	
Polishing				a b c	
Counterboring				a b c	
Countersinking, etc				a b c	
Lathe operations					
Facing				a b c	
Undercutting				a b c	
Drilling, etc				a b c	

*JAC means Joint Apprenticeship Committee

Carpenter Apprentice Recordkeeping Report

Name _____ Address _____ City _____

Employer _____ Address _____ City _____

Month	Year 19	Employer or craft supervisor verify and sign above				Give job address above				
Total hours required	850	1,500	1,200	1,700	500	750	1,000	500		
Schedule	A Form building	B Rough framing	C Outside finishing	D Inside finishing	E Hardware fitting	F Layout	G Care of tools	H Miscellaneous processes	Hours of related instruction	Instructors verification
Hours carried forward										
Date										
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
Saturday										
Sunday										
									Total school hours above ↑	
Total hours to date										

Remarks can be written on reverse side

Enter grand total above ↑

Appendix 4.

Some Occupations Which Are Learned Through Apprenticeship

The following is a representative list of occupations recognized as apprenticeable:

Airframe & power plant mechanic
Automobile-body repairer
Automobile mechanic
Baker
Biomedical equipment technician
Boatbuilder, wood
Boilermaker
Bricklayer
Camera repairer
Carpenter
Cement mason
Compositor
Cook
Coremaker
Cosmetologist
Dairy equipment repairer
Dental laboratory technician
Die maker
Drafter
Electrician
Embalmer
Emergency medical technician
Engraver
Farm equipment mechanic
Firefighter
Fire medic
Floral designer
Furniture finisher
Glazier
Heavy forger
Illustrator
Instrument mechanic
Interior designer
Lather
Line erector
Lithographic plate maker
Locomotive electrician
Machinist
Marble setter
Millwright
Miner
Model maker
Molder
Office-machine servicer
Ornamental ironworker
Painter
Patternmaker
Pipefitter

Plasterer
Plumber
Powerhouse mechanic
Printer
Prosthetics technician
Pumper-gager
Roofer
Sheet-metal worker
Shipfitter
Television-and-radio repairer
Terrazzo worker
Tile setter
Tool maker
Upholsterer
Violin maker
Watch repairer
Water treatment-plant operator
X-ray equipment tester

Regional, State, and Area Offices

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JFK Federal Bldg., Room E-432
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Boston, Mass 02203

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Maine	Rhode Island
Massachusetts	Vermont

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New York, N.Y. 10036

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New York	Virgin Islands

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Philadelphia, Pa. 19101

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Maryland	West Virginia
Pennsylvania	

Region IV
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Atlanta, Ga. 30367

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Florida	North Carolina
Georgia	South Carolina
Kentucky	Tennessee

Region V
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Chicago, Ill. 60604

Illinois	Minnesota
Indiana	Ohio
Michigan	Wisconsin

Region VI
555 Griffin Square Bldg.
Griffin and Young Sts., Room 858
Dallas, Texas 75202

Arkansas	Oklahoma
Louisiana	Texas
New Mexico	

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Kansas City, Mo. 64106

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Kansas	Nebraska

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Utah
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Honolulu 96850

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Boise 83702

Illinois
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3166 Des Plaines Ave.
Des Plaines 60018

Suite 250
707 Berkshire Ave.
East Alton 62024

Rooms 401 and 505
7222 West Cermak Rd.
North Riverside 60545

Room 150, Federal Bldg.
211 South Court St.
Rockford 61101

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and Courthouse
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Springfield 62701

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Evansville 47708

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1302 South Harrison St.
Fort Wayne 45803

Room 210
610 Connecticut
Gary 46401

Room 414, Federal Bldg.
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Phoenix 85004

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Department of Industrial Relations
455 Golden Gate Ave., Room 3230
San Francisco 94102

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Apprenticeship Council
Division of Labor
323 Centennial Bldg.
Denver 80203

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Apprentice Training Division
Labor Department
200 Folly Brook Blvd.
Wethersfield 06109

D.C.
D.C. Apprenticeship Council
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Washington 20001

Delaware
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Department of Labor
Division of Industrial Affairs
State Office Bldg., 6th Floor
820 North French St.
Wilmington 19801

Florida
Bureau of Apprenticeship
Division of Labor
Department of Labor & Employment Security
1321 Executive Center Dr., East
Tallahassee 32301

Hawaii
Apprenticeship Division
Department of Labor & Industrial Relations
825 Mililani St.
Honolulu 96813

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Apprenticeship Section
Divison of Labor-Management Relations & Employment Standards
Department of Human Resources
512 West 6th
Topeka 66603-3178

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Department of Labor
620 South Third St.
6th Floor
Louisville 40216

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Department of Labor
1045 Land & Natural Resources Bldg.
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Bureau of Labor
State Office Bldg.
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Boston 02202

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Department of Labor & Industry
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St. Paul 55101

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Apprenticeship Bureau
Division of Labor Standards
Department of Labor & Industry
Capitol Station
Helena 59601

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Department of Labor
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Department of Labor
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Concord 03301

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Apprenticeship Council
Labor & Industrial Commission
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Albuquerque 87107

New York
Bureau of Employability Development
New York State Department of Labor
State Campus, Room 428, Bldg. #12
Albany 12240

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Department of Labor
4 West Edenton St.
Raleigh 27601-1472

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Department of Industrial Relations
2323 West Fifth Ave., Room 2250
Columbus 43215

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State Office Bldg., Room 466
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Portland 97201

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Apprenticeship and Training
Department of Labor & Industry
Labor & Industry Bldg., Room 1618
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Harrisburg 17120

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Apprenticeship Division
Department of Labor
Right to Employment Administration
P.O. Box 4452
San Juan 00936

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Apprenticeship Council
Department of Labor
220 Elmwood Ave
Providence 02907

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28 East 2100 South
Chapman Plaza Bldg., Suite 104
Salt Lake City 84115

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Department of Labor & Industry
120 State St
Montpelier 05602

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Department of Labor & Industry
P.O. Box 12064
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